

English 10 - North Muskegon High School 2014-15

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Course Description: This course will expose students to many of the genres of literature from within the appropriate grade level domain. Critical and creative composition will be studied and developed, as well as basic grammar and study skills. Students will also develop vocabulary and prepare for the ACT/MME tests.

Course Objective: Students will improve reading, writing, listening, and speaking skills targeted in the Common Core Standards for English Language Arts. Along with skill development, students should engage genuinely with literature and personal expression which will enable students to view the English language as an instrument of communication and reflection. Students are expected to achieve a level of competency in areas of study enabling movement to the next course level, as well as, an understanding of the role and importance of these skills in society.

Units of Study: Course Textbook - McDougall Littell's *The Language of Literature*

- Literary Genres: Non Fiction, Drama, Poetry, Short Story, Science Fiction, and Legendary Romance
 - Term A: Nonfiction selections from the textbook, the drama *Antigone* by Sophocles, the drama *The Tragedy of Julius Caesar* by William Shakespeare, and poetry selections from the textbook, teacher, and students.
 - Term B: Short story selections from the textbook, the novel *Fahrenheit 451* by Ray Bradbury, and legendary romance selections from *The Legend of King Arthur* by various authors.
 - Independent Reading: Students will spend time in class engaged with books of their own choosing for independent reading. Students will be asked to keep an independent reading journal for the course.
- Vocabulary:
 - Class Assigned Vocabulary (15 words/week): Each week, students will receive a handout with 15 words selected to help in preparation for the ACT. The handout should be completed by Thursday prior to the quiz. Students should attempt to use the words in their writing and oral communication.
 - Independent Vocabulary (10 words minimum/week): Each student will collect words through his or her own awareness. Students may use any source except the class assigned list. Students should pay attention to words used in various aspects of their lives, especially reading, to enhance their own familiarity with words. **The word, definition and synonyms should be recorded in a notebook or with technology as**

determined by each student. Students will share their words each Monday in small groups to enhance everyone's learning and submit them to the instructor.
(10 points/week)

- Article of the Week (AoW): Each Monday students will receive a news article or editorial that they should mark to demonstrate active reading. Students will read closely for information to determine author's purpose, intended audience, and their position/opinion regarding the subject matter. Each article is due on Friday for small group discussion. (20 points/week)
- Written Expression: Students will write short pieces on demand in response to reading. Essays in response to the literary genres studied will follow the Common Core Standards for narrative, expository, and argument writing. Students should follow the writing process and grow to better understand their own best process for various writing purposes. Writing assignment point values will be determined based on length, duration of the process, and the scope of the prompt. Writing assignments should be prepared according to MLA Style format: left aligned heading, last name and page number right aligned in the header, double-spacing, 12-point font, paragraph indentation, and source citations.
- Language: Conventions of standard English grammar and usage lessons follow the Common Core Standards and will be determined by student writing.

Materials: Students are responsible for bringing learning materials and supplies to the classroom. Learning materials include an independent reading book, a folder, notebook, texts, independent vocabulary notebook, assignments, pen, pencil, highlighter, and any other needed tool such as the student netbook.

Grading: All grades will be determined by dividing the points earned on coursework by the total points possible. The grading scale is as follows:

A 100 – 93	C 76 – 73
A- 92 – 90	C- 79 – 77
B+ 89 – 87	D+ 69 – 67
B 86 – 83	D 66 – 63
B- 82 – 80	D- 62 – 60
C+ 79 – 77	F 59 – 0

Teacher's Rule:

- Don't let your classmates or yourself down.

Classroom Rules:

- Be present.

- Be ready and willing to learn.
- Do assigned work and turn it in on time or communicate issues with teacher promptly.
- Be part of the learning team.

Teacher's Guidelines for Self and Students:

- **BE IMPECCABLE WITH YOUR WORD**
Speak with integrity. Avoid using words to speak against yourself or to gossip about others. (Impeccable: free from fault or blame)
- **DON'T TAKE ANYTHING PERSONALLY**
Nothing others do is because of you. What others say and do is a projection of their own reality, their own dream.
- **DON'T MAKE ASSUMPTIONS**
Ask questions. Communicate with others as clearly as you can to avoid misunderstandings, sadness, and drama.
- **ALWAYS DO YOUR BEST**
Your best is going to change from moment to moment; it will be different when you are healthy as opposed to sick. Under any circumstance, simply do your best.

Classroom Guidelines and Procedures:

- Students are expected to behave in a manner appropriate for learning. Inappropriate behavior will be addressed as necessary for the situation. All students are expected to follow the golden rule.
- All tardy students will have a written referral delivered to the Director of Student Affairs. After three tardies, a student will be required to serve detention.
- Use of hall passes will be recorded, monitored, and regulated as needed. Cell phones should be left in the basket by the sign-out sheet. Students should not have cell phones out in hallways or bathrooms during class time.
- All work should be submitted when due. Late work may be penalized or not accepted at the teacher's discretion. The general practice is a 10% deduction per day late.
- Absent students should seek instructions from the teacher for missed lessons and assignments. Missed work should be submitted in a timely manner as determined through the student's communication with the teacher. The general guideline is that students have the same number of days to do the work as students who were present had.

Routine/Scheduled Assignments (may vary due to unforeseen circumstances):

Mondays:

- Receive vocabulary lesson handout (Due Thursdays/Quiz Thursdays)
- Receive article of the week assignment (Due Fridays)
- Share independent vocabulary words and submit

Tuesdays:

- Independent reading for 20 minutes during class

Wednesdays:

- Independent reading for 20 minutes during class

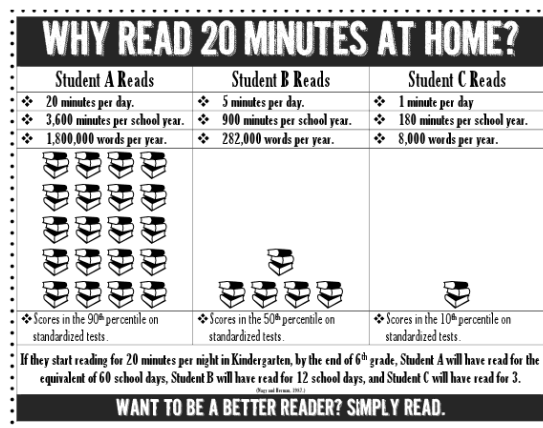
Thursdays:

- Vocabulary handout is due
- Vocabulary quiz
- Independent reading for 20 minutes during class

Fridays:

- Article of the week is due

Homework for every day (Saturday and Sunday included) is to read at least 20 minutes. Students may read any book they want.



Why read?

“Reading changes your life. Reading unlocks worlds unknown or forgotten, taking travelers around the world and through time. Reading helps you escape the confines of school and pursue your own education. Through characters--the saints and sinners, real or imagined--reading shows you how to be a better human being.”

from *The Book Whisperer: Awakening the Inner Reader in Every Child* by Donalyn Miller

Interspersed between scheduled assignments will be work on whole class study and analysis. Please complete and return this page to Ms. Knuth.

Student Name: _____

Parent/Guardian Names: _____

Primary Adult for Contact: _____

Adult's Phone: _____

Adult's Email: _____

I have a computer and Internet available at home? Yes/No (circle one)

Please include any other information that you deem important for Ms. Knuth to have.

I have received the syllabus for English 10.

Student Signature

Parent Signature

Date _____